DOCUMENT RESUME

ED 127 811 FL 007 955

TITLE Language Research in Progress: Report No. 2. A Cross-Referenced List of Documented Language Research Projects Current June-November 1965.

INSTITUTION Center for Applied Linguistics, Washington, D.C.

PUB DATE Dec 65

NOTE 44p.; For related documents, see ED 035 886; 012 024; 012 025; 012 909; 018 797; 025 775; 029 299; 034 197; 040 384; and FL 007 956

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Abstracts; Catalogs; *Indexes (Locaters); Information Dissemination; Information Retrieval; *Information Services; *Language Research; *Research Projects; Subject Index Terms; *Thesauri

ABSTRACT

In late 1964 the Center for Applied Linguistics began a continuing file of Language Research in Progress (LRIP). This second report in the LRIP series summarizes information received on research current between June 1 and November 30, 1965. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and Project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

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Language Research In Progress

REPORT NO. 2 DECEMBER 1965

A Cross-Referenced List of
Documented Language Research Projects
Current June — November 1965

PREFACE

In late 1964 the Center for Applied Linguistics began a continuing file of what we call, for the sake of brevity, Language Research in Progress (LRIP). In Report No. 1, dated June 1965, an attempt was made to classify some of the current language research activities in the United States and abroad, research activities in whatever fields contribute to our knowledge and understanding of language systems, speech acts, body movements and other "semiotic" phenomena as they are learned and used in human communication. Report No. 1 was essentially a study in method, an experiment offered to scholars for use, comment and criticism. The many suggestions received, considered in the light of our own experience both with the material and with the needs of users, have led to a number of practical modifications which should make this current Report No. 2 easier to use (see below, page (iii)). Refinement of the classification system itself is under study, as are problems of compatibility with other systems.

Information Services in Languages, Linguistics and Related Fields

LRIP is and will continue to be experimental in nature, a modest step in the direction of efficient current awareness in language research matters. Current awareness is, in turn, only part of the information structure required if ultimate goals of intra- and interdisciplinary research synthesis are one day to be realized. Such a structure may well eventually take the form of a sophisticated formal network of sources feeding a mechanized clearinghouse which would process and disseminate both pertinent information and relevant documents. The Center for Applied Linguistics has realized that initial steps toward such complex goals must include mutual assistance and collaboration among various clearinghouse operations with partially overlapping coverage. LRIP has already taken certain steps in the direction of coordination with such operations, as follows.

Coordination of Research-in-Progress Reporting

In designing a new Project Description Form, enclosed for the first time with this Report, LRIP has tried to consider the needs of other organizations as well as its own. It is hoped that its simple format will lighten the task of project directors and other researchers who are asked to report their research. Overlapping coverage has also meant multiple reporting on different forms, a very heavy burden on the researcher. Here LRIP has now taken an important step: pursuant to negotiations with the Science Information Exchange of the Smithsonian Institution, and with the National Science Foundation, investigators may now send to LRIP copies of the abstracts or forms they may have recently supplied to either or both of these organizations. Instructions are detailed on the Project Description Form.

Documentation of Research in Progress

Despite partially overlapping coverage with certain other information-gathering and disseminating projects both in this country and abroad, LRIP seems to be the only project dealing exclusively with current, documented research in the fields in question. An important aspect of the documentation of research in progress is the exchange of sufficient information so that the goals, methods and progress of a given research project can be made clear to others. Titles alone often reveal little useful information, and it is in this connection that LRIP earnestly requests investigators to put us on their mailing lists for any supporting documents, including copies of funded proposals, progress reports, reprints, or other background material. Much current research known to LRIP remains unlisted for lack of such documentation.

Services to LRIP Users

Report No. 2 listing research current between June 1 and November 30, 1965, is being sent to all those who have contributed to it, and to many others known to be prospective users.

Users may request abstracts (continuously updated as new information is received) of any item. Abstracts may be requested by reference number, by the name of the investigator, or by category listing. Requests for information will be handled as promptly as possible. Actual reports and other documents must be obtained directly from the investigators concerned.

LRIP would appreciate receiving the names and addresses of prospective users who may not be on our current mailing list, as well as comments and suggestions regarding any aspect of this project.

Alfred S. Hayes

Joy Varley

USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) now lists main and sub-categories and cross-references, thus including the Thesaurus of Report No. 1. It should be borne in mind that these categories are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main or sub-category for which the investigator has indicated that his project has implications, although it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, look up the numbers in Part III. These numbers are merely arbitrarily assigned reference numbers.

Part II (page 13) is a combined alphabetical listing of research personnel and institutions. Universities and colleges in the U.S. are listed alphabetically by state, e.g. George Peabody College for Teachers is under Tennessee. Autonomous institutions (hospitals, private research centers) and foreign universities are listed under the name of the institution. Having located persons or institutions in whose work you are interested, look up the numbers in Part III.

Part III (page 21) gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. Gaps in the sequence simply mean that one or more known and numbered projects are insufficiently documented or that one or more projects were completed before the period covered by this Report. Where no title was specified by the investigator, or where separately funded research with slightly different titles was encountered, a suitable single title has been devised.

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Refer to numerical listing of projects in Part III

PART III

Numerical Listing of Projects

13	Ilse Lehiste Division of Linguistics Ohio State University, Columbus	General acoustic phonetics
16	Fred W. Householder Dept. of Classics Indiana University (1965-66 at Hawaii)	Syntactic and semantic structure of English
17	Fred W. Householder	Application of linguistic transformational analysis
24	Harold A. Rashkis Eastern Pa. Psychiatric Inst. Phila.	Course and process of language acquisition (A study of the acquisition of English syntax)
26	Mieko S. Han Dept. Oriental Languages University of Southern California	Korean acoustic phonetics
31	George L. Trager Dept of Anthropology State University of N.Y. at Buffalo	Study of the cultures (and languages) of certain Pueblo Indians
40	Gordon M. Day National Museum of Canada, Ottawa	Abenaki Dialects
42	Gaston E. Blom University of Colorado Med. Center	A content analysis of and children's responses to stories in first grade
46	Charlotte Huck College of Education Ohio State University, Columbus	Critical reading ability of elementary school children
47	Francis J. Di Vesta Education-Psychology Center II Penn. State University	1. Studies in verbal processes 2. Verbal mediation in children's learning preferences
48	Doris R. Entwisle Dept. of Electrical Engineering Johns Hopkins Univ., Baltimore	Analytic studies of children's word associations
49	David S. Palermo Dept. of Psychology Penn. State University	Associative processes in children's verbal learning
51	Egan A. Ringwall Dept. of Psychology State Univ. of New York, Buffalo	Behavioral correlates of infant vocalizations
55	Paul R. Hanna School of Education Stanford University	Linguistic cues for spelling improvement
57	Mary Finocchiaro Dept. of Education, Hunter Col, NYC	Bilingual readiness during earliest school years

60	K. E. Oberholtzer Denver Public Schools	A study of the effectiveness of beginning the teaching of reading in kindergarten
62	Edward B. Jenkinson Director, Curriculum Study Center Indiana University	English open to all junior and senior high school students -- an English curriculum study center
65	Harry Singer Dept. of Education University of California, Riverside	Substrata-factor changes accompanying development of general reading ability at the elementary level.
66	William D. Sheldon Director, Reading Center Syracuse Univ., New York	A center for demonstrating the teaching of reading to students in grades 7 - 12
67	William D. Sheldon	A comparison of the effect of instruction using basal readers, phonics materials, and linguistic readers on the reading ability of 1st-grade pupils
68	Mildred E. Riling Southeastern State College Durant, Oklahoma	Oral and written language of children in grades 4 and 6 compared with the language of their textbooks
73	Walter Loban School of Education Univ. of California, Berkeley	Language ability, grades 7 - 12
75	Uriel Weinreich Dept. of Linguistics Columbia University, New York	Semantic structure of natural languages
76	Uriel Weinreich	Geographic differentiation in co-territorial societies
78	Martin Deutsch et al. Institute for Developmental Studies New York Medical College	The Verbal Survey
80	Norman Sam Dept. of Education Lehigh Univ., Bethlehem, Pa.	Structural analysis of the written composition of intermediate grade children
82	Philip J. C. Dark Dept. of Anthropology Southern Illinois Univ., Carbondale	A survey for ethno-aesthetic research in the territory of Papua and New Guinea
83	Carl Bereiter Institute for Research on Exceptional Children, University of Illinois	Acceleration of intellectual development in early childhood (an academically-oriented preschool for culturally-deprived children)
84	Joe E. Pierce Dept. of Anthropology Portland State College, Oregon	The survey and description of languages which are nearing extinction in Oregon
86	Russell Maeth & Wm. T. De Bary Dept. of Oriental Languages Columbia Univ., New York	The development of materials for high school study of Chinese
87	Stanley Lieberson Dept. of Sociology University of Wisconsin, Madison	Demographic analysis of linguistic pluralism

90	David P. McAllester Dept. of Anthropology Wesleyan Univ., Middletown,Conn.	Analysis of Navajo ritual
91	Martin Deutsch et al. Institute for Developmental Studies New York Medical College, NY	The communi ation of information in the elementary school classroom
92	Charles B. Huelsman, Jr. Dept.of Psychology Ohio State Univ., Columbus	The effect of vision training upon the subsequent reading achievement of fourth grade children
93	Ross M. Jewell State College of Iowa Cedar Falls	The effectiveness of college-level instruction in freshman composition
96	Elizabeth H. Rusk Dept. of English & Education Michigan State Univ.	Unified academic and professional experience in language and writing for the preparation of secondary school teachers of English
97	John R. Willingham Dept. of English University of Kansas, Lawrence	A "Correspondence-Tutorial" method for teaching college-freshman composition
98	Robert C. Pooley English-Language Arts Curriculum Center, Wisconsin State Dept. of Public Education, Madison	A sequential English-language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K - 12.
102	Paul Garvin Bunker Ramo Corporation	A study of fulcrum techniques of language analysis
103	G. Reitz Bunker Ramo Corporation	Computer aided research in machine translation
107	Paul Garvin	A Syntactic Analyzer Study
111	Helen K. Smith Reading Clinic, Education, University of Chicago	Instruction of high school students in reading for different purposes
114	Patrick Suppes Inst. for Math. Studies in the Social Sciences, Stanford Univ.	Application of learning theory to problems of second-language acquisition with particular reference to Russian.
115	Theodore L. Harris Research in Basic Skills Lab. University of Wisconsin, Madison	An experimental study of the group vs. the one-to-one instructional relationship in 1st-grade reading programs.
119	D. Gordon Rohman Dept. of English Michigan State University	Construction and application of models for concept formation in writing
120	William McColly Dept. of Education State Univ. College, Oswego, N.Y.	The dimensions of composition annotation

122	J. R. Whitman V. A. Hospital American Lake, Washington	Factors influencing free recall learning
124	Clyde E. Noble Dept. of Psychology Univ. of Georgia, Athens	Verbal learning and individual differences
125	David J. King Psychology Albion College, Michigan	Experimental and normative studies in verbal learning
126	John R. Hayes Decision Sciences Lab., Hanscom Field, Bedford, Mass.	An investigation of the solution of simple logical problems.
127	Peter L. Derks Psychology College of Wm. & Mary, Williamsburg, Va.	Stimulus and response in two stages of learning
130	Sheldon M. Ebenholtz Dept. of Psychology Connecticut College, New London	Serial effects of variable inter-item intervals
132	D. G. Ellson Dept. of Psychology Indiana University	Programmed tutoring of elementary reading
134	Richard E. Schutz Arizona State Univ., Tempe	Experimental analyses of early reading behavior
138	C. B. Ferster Institute for Behavioral Research Silver Spring, Md.	The psychobiological investigation of the development of new verbal behavior (Research and development of second language teaching programs in English and Vietnamese)
140	Frederick H. Kanfer Dept. of Medical Psychology University of Oregon Medical School Portland	1. Verbal behavior determinants; vicarious learning and its applications in psychotherapy. 2. Verbal behavior determinants; study of self-reinforcement
141	Martin Deutsch et al. Institute for Developmental Studies New York Medical College	The Telephone Study: verbal behavior of children with reading and language difficulties
147	Edmund S. Howe Dept. of Psychiatry University of Maryland, Baltimore	Effects of adverbs and verb tense on meaning

148	Charles N. Cofer Dept. of Psychology Penn State University	Learning, retention and recovery of meaningful material
150	George Mandler, Psychology, Univ. of California, San Diego Endel Tulving, Psychology, University of Toronto	Organization and structure in verbal learning and memory
151	James G. Martin Dept. of Psychology Chico State College, California	Variables in verbally mediated learning
153	Arnold Mechanic Dept. of Psychology Alameda State College, Hayward, Cal.	Response integration of verbal units as a function of articulation
156	Sheldon Rosenberg Dept. of Psychology, Geo. Peabody College for Teachers, Nashville, Tenn.	Linguistic structure as a variable in verbal learning
158	Arthur W. Staats Dept. of Psychology Arizona State Univ., Tempe	Language communication
159	Howard R. Pollio Dept.of Psychology Univ. of Tennessee, Knoxville	Cognitive structure of verbal behavior
164	Leonard M. Horowitz Dept. of Psychology Stanford University	Studies in verbal learning
172	David Arenberg Gerontology Branch, Baltimore City Hospitals	Verbal learning and age
176	James J. Asher Dept. of Psychology San Jose State Coll., California	Development of a theoretical model for programmed learning of languages
177	James F. Voss Dept. of Psychology University of Pittsburgh	Probabilistic verbal learning
180	Norman E. Spear Dept. of Psychology Rutgers Univ., New Brunswick, N. J.	Contiguity and mediation in verbal learning

184	Fred Schwartz Austin Riggs Center Stockbridge, Mass.	Studies of association
188	Charles E. Osgood et al. Institute of Communications Research, Univ. of Illinois	Comparative Psycholinguistics
194	Anatol Rapoport Mental Health Research Institute University of Michigan	A study of semantic space
199	Joseph Applegate Dept. of Near Eastern & African Lgs. UCLA	An investigation of the consonant systems of the Berber languages
200	Charles O. Frake Dept. of Anthropology Stanford University	Language, cognition and ecological adaptation
201	Howard P. McKaughan Dept. of Linguistics University of Hawaii	A Maranao Dictionary
204	John De Francis Institute of Far Eastern Studies Seton Hall Univ., So. Orange, N. J.	Chinese readers and texts for secondary schools
209	Henry W. Hoge Dept. of Spanish Univ. of Wisconsin, Milwaukee	The syntax of contemporary Brazilian Portuguese
210	Henry W. Hoge	An elementary course in Brazilian Portuguese: oral intensive teaching materials
214	C. M. Naim Center for So. Asian Studies University of Chicago	Introductory course in Urdu
216	Laurence C. Thompson Dept. of Far Eastern & Slavic Languages Univ. of Washington, Seattle	Linguistic relationships
219	Howard Lee Nostrand Dept. of Romance Languages Univ. of Washington, Seattle	Background data for the teaching of French
225	Aaron S. Carton Dept. of Education City University of New York	To complete research and experimentation on procedures to encourage and systematize the use of inference and analogy in foreign language comprehension, learning and retention
226A	Martin Deutsch et al. Institute for Developmental Studies New York Medical College	Reading research The Reading Prognosis Test
226B	Martin Deutsch et al.	The effects of psychoactive agents on remedial reading performance

226C	Martin Deutsch et al.	The role of visual and auditory efficiency in reading
226D	Martin Deutsch et al.	The effectiveness of training retarded readers in the auditory perceptual skills underlying reading
226E	Martin Deutsch et al.	Research on pre-reading skills using a computerized typewriter
226F	Martin Deutsch et al.	The Remedial Reading Program
228	Thomas C. Stevens Culver-Stockton College Canton, Mo.	The adaptation of the audio-lingual approach to the teaching of elementary French in a small Liberal Arts College
229	Denis Sinor Dept. of Uralic and Altaic Studies Indiana University	Basic Course in Khalkha Mongolian
231	Peter Boyd-Bowman Kalamazoo College, Michigan Now at: State Univ. of New York at Buffalo	Experimentation with taped materials and native informants to develop for small colleges some programs of independent study in the neglected languages
240	Y. R. Chao Dept. of Oriental Languages University of California, Berkeley	Preparation of text readings in spoken Chinese
242	Theodore H. E. Chen Asian-Slavic Studies Center Univ. of So. California	Production of materials for teaching Japanese in secondary schools
246	Joseph R. Applegate Dept. of Near Neastern & African Lgs. UCLA	Preparation of a reference grammar of Kabyle
247	Alexander M. Schenker Dept. of Slavic Languages Yale University	Beginning Polish: a basic course
248	George A. C. Scherer German Academic-Year Institute Univ. of Colorado, Boulder	Word frequency in the German short story
251	Punya Sloka Ray Center for So. Asian Studies University of Chicago	Study of the Dacca and Calcutta standard dialects of Bengali, and preliminary teaching materials for the Dacca dialect
252	Punya Sloka Ray	Reference grammar of Bengali
255	Garland Cannon Dept. of English Queens College, New York	The application of generative theory to the analysis and understanding of poetry
257	Roger W. Wescott Wilson College, Chambersburg, Pa.	Strepital communication: A study of non-vocal sound-production among men and animals
258	John Flavell Institute of Child Development Univ. of Minnesota	Research with children

259	Slater Newman Psychology Univ. of N. Carolina, Raleigh	Factors affecting learning and performance on paired-associate, serial and free-recall tasks
260	C. B. Ferster Institute for Behavioral Research Silver Spring, Maryland	Arithmetic Behavior in Chimpanzees
261	Gerald Newmark Systems Development Corp.	Research in programmed instruction in Spanish with 7th-grade students
262	Theodore Mueller University of Akron, Ohio	1. French by programmed learning 2. Revision of above course 3. Programmed instruction in teacher retraining
263	Peter B. Warr Dept. of Psychology Univ. of Sheffield, England	Communication to the public
264	Edmund B. Coleman Dept. of Psychology New Mexico State Univ., Univ. Park	Improving the comprehensibility of printed material
265	George A. Hillocks Project English Demonstration Ctr. Western Reserve Univ., Cleveland, O.	A comprehensive program in English for the 7th, 8th, and 9th grades: literature, language and composition
266	Julius Laffal Psychology Service V. A. Hospital, West Haven Conn.	Research in the Psychology of language
267	Wilbert S. Ray Cognitive Operations Lab. Bethany College, West Virginia	Functional Fixedness
269	Norman N. Markel Communication Sciences Laboratory Univ. of Florida, Gainesville	Research on speech and personality
271	John Morton Applied Psychology Research Unit Cambridge, England	Elaboration of a functional model for human language behavior
276	Fred E. Fiedler Dept. of Psychology Univ. of Illinois	Groups and organizational factors influencing creativity; including communication, cooperation and negotiation in culturally heterogeneous groups.
282	Don E. Dulany Dept of Psychology Univ. of Illinois	Verbal operant conditioning
283	Israel Goldiamond Institute for Behavioral Research Silver Spring, Maryland	1. Study of interviews (therapeutic and interrogative) by operant conditioning methods 2. Stuttering & fluency as manipulable operant response classes

284	George F. Mahl Yale University School of Medicine	Studies in expressive aspects of speech and gestures
285	Eugene A. Nida American Bible Society New York	Theory and practice of translating
287	Edward Crothers Inst. for Math. Studies in the Soc. Sciences, Stanford Univ.	Presentation orders for items from different categories
289	Anthony L. Vanek Dept. of Russian Univ. of Arizona, Tucson	Research in phonology, phonetics, contrastive phonology, multilingualism, Czech & Russian
290	Verner C. Bickley Univ. of London Inst. Education	The English language in Indonesia, Malaysia & Singapore, a comparative study with special reference to the social and political factors affecting the position of the language in the education systems of the 3 countries
294	W. Nelson Francis Dept. of English Brown University, Providence, R.	Preparation of materials and course of study for improving the command of standard English of entering freshmen at Tougaloo Coll., Miss.
295	Frances Lief Neer Woodmere Academy, New York	Testing oral reading achievement of native-born American-English speaking 1st-grade children when instruction in intonation is included in the program
296	James W. Ney English Language Center Michigan State Univ.	A linear numerical coding of linguistic units for distributional study
297	Murray Glanzer Dept. of Psychology New York University	Verbal-Loop Hypothesis
303	Dennis J. Buttimore North Jersey Training School Totowa, N. J.	Improvement of language skills in retarded children
304	Margaret Bullowa Mass. Mental Health Res. Corp. Boston	Development from vocal to verbal behavior in children
307	Ernst G. Beier Dept. of Psychology University of Utah	Perception of non-verbal properties of speech
310	James C. Hardy Dept. of Speech Path. & Audiology State Univ. of Iowa	1. A study of the physiology of speech breathing 2. Auditory reactions of the neonate
311	Robert A. Chase Stanford Univ. Medical School	Objective evaluation of palatopharyngeal function

312	Franklin S. Cooper et al. Haskins Laboratories, New York	Research program on dynamics of speech articulation
314	Hallowell Davis & Ira J. Hirsh Central Institute for the Deaf St. Louis, Mo.	1. Auditory communication and its disorders 2. Physiology of hearing
317	Allan E. Edwards Dept. of Psychiatry Univ. of So. California	Effects of random sidetone on stuttering
318	Allan E. Edwards	Aphasia retraining with automated teaching machines
319	C. G. M. Fant Speech Transmission Laboratory Royal Inst. of Technol., Stockholm	Speech communication research on a broad basis (analysis, synthesis, speech and hearing research of medical interest)
320	Orvis C. Irwin Wichita State Univ., Kansas	Comparative speech behavior of brain-damaged children
321	Orvis C. Irwin & Harry Hollien Communication Sciences Laboratory Univ. of Florida, Gainesville	A longitudinal study of adolescent voice change
322	Eric H. Lenneberg Children's Hospital Medical Center Boston, Mass.	Longitudinal study of speech and sound development in children
323	E. Joseph Charny Western Psychiatric Institute Pittsburgh, Pa.	Postural configurations in a psychotherapy film.
324	Harry Hollien Communication Sciences Laboratory Univ. of Florida, Gainesville	Laryngeal research utilizing stroboscopic laminagrams (STROL)
325	Harry Hollien	An investigation of vocal fry and pitch characteristics
326	Russell Meyers Highlands Clinic Williamson, W. Va.	Modification by focused ultra-sound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals
327	Charles G. Hurst Dept. of Speech Howard Univ., Washington, D.C.	Identification of psychological correlates of dialectolalia
328	T. Kanai Dalhousie Univ., Halifax, N.S. Canada	1. Central control of vocalization mechanism 2. Brain stem mechanism for vocalization
329	André Malécot Dept. of Romance Languages Univ. of Pennsylvania, Philadelphia	The measurement of selected articulatory events of speech and their acoustic correlatives
330	Peter N. Ladefoged Dept. of English UCLA	Physiological parameters for synthesizing speech

331	Hans von Leden UCLA School of Medicine	Comprehensive analysis of laryngeal function
334	Robert E. McGlone Speech & Hearing Clinic State Univ. of New York, Buffalo	A study of centrally elicited vocalization as a physiological model of phonation
338	G. Paul Moore & Harry Hollien Communication Sciences Laboratory Univ. of Florida, Gainesville	Laryngeal vibration and vocal acoustics
340	Davis H. Howes & Norman Geschwind Boston Univ., School of Medicine	Statistical properties of aphasic language
344	C. L. Hutton & R. A. Campbell V. A. R. O., Atlanta, Georgia	Effects of frequency distortion on word discrimination
346	Albert W. Knox V. A. Hospital Kansas City, Mo.	Physical characteristics of normal, esophagal and prosthesis speech
347	Arnold J. Friedhoff New York University School of Medicine	Sound oscillographic patterns in psychopathology
353	Frieda Goldman-Eisler Dept. of Phonetics University College, London	The effect of drugs on speech production
355	Harold Goodglass V. A. Hospital Boston, Mass.	New measures of aphasic symptom variables
357	Gordon E. Peterson Communication Sciences Laboratory University of Michigan	Problems in speech communication and automatic speech recognition
358	Herbert Lansdell Nat. Inst. of Neurological Diseases and Blindness, NIH	Psychological evaluation of temporal lobe operations
360	Gertrud L. Wyatt Wellesley Public Schools, Mass.	1. Developmental language disorders in children 2. Treating children with non-organic language disorders
361	Harris Winitz Cleveland Hearing & Speech Ctr. Western Reserve Univ., Cleveland, Ohio	Speech sound acquisition and programming
363	Joseph L. Westover Center for the Health Sciences UCLA	Radiological research on dental and speech defective patients
369	Gerald Siegel & Richard Martin Speech and Hearing Clinic Univ. of Minnesota, Minneapolis	Experimental modification of speech fluency

371	Kenneth N. Stevens, et al. Research Lab. of Electronics, MIT	Speech communication: physiological and acoustical studies of speech
372	J. Daniel Subtelny Univ. of Rochester, New York	Normal and cleft palate speech - pharyngeal flap procedure
375	Kenneth Purcell Children's Asthma Research Inst. & Hospital, Denver, Col.	Experimental analysis of verbal interaction and monitoring of verbal behavior
377	Eugene A. Nida, et al. American Bible Society, New York	Relationships between glossolalia and mental health
387	Ralph L. Shelton, Jr. et al. Univ. of Kansas Medical Center	1. Predicting articulation from cinefluorographic measurement 2. Study on the comparison and calibration of oral and visual stereognosis in normal children
379	Gerald M. Siegel Dept. of Speech Univ. of Minnesota, Minneapolis	Verbal behavior of adults and retarded children
382	Ronald W. Wendahl & R. F. Coleman Communication Sciences Laboratory Univ. of Minnesota, Minneapolis	Laryngeal analog systhesis of voice disorders
383	Charles A. Ferguson & Alfred Pietrzyk Center for Applied Linguistics Washington, D. C.	Strengthening and improvement of the Linguistic Bibliography
391	Rudolph W. Schulz Dept. of Psychology State Univ. of Iowa, Iowa City	Learning of aurally received verbal material
392	Rudolph W. Schulz	Mediation in verbal processes
393	Herbert Lansdell Nat. Inst. of Neurological Diseases and Blindness, NIH	The relation of induced dysnomia to phoneme frequency
395	Peter Strevens Language Centre, Univ. of Essex Colchester, England	Contemporary Russian language analysis project
398	Wick R. Miller Dept. of Anthropology University of Utah	Social factors in the development of Shoshoni-Panamint (Central Numic) dialects
399	Ernest Kramer Dept. of Psychology McGill Univ., Montreal	Voice characteristics and personality
400	William S-Y Wang & Charles Fillmore Ohio State Univ., Columbus	Project on linguistic analysis (POLA)
401	Cyril M. Harris, et al. Electronics Research Lab. Columbia University, New York	Analysis of speech sounds

403	A. E. Meeussen Musée Royal de l'Afrique Centrale Tervuren, Belgium	"Lolemi" - A program of analysis of Bantu grammars.
405	Yehoshua Bar-Hillel, et al. Applied Logic Branch Hebrew Univ., Jerusalem	Measures of syntactic complexity
406	Harry H. Josselson Dept. of Slavic and Eastern Lgs. Wayne State Univ., Detroit, Mich.	Machine translation from Russian to English
407	Harry H. Josselson	Comprehensive electronic data processing of two Russian lexicons
408	Anthony G. Oettinger Computational Lab. Harvard Univ., Cambridge, Mass.	Mathematical linguistics and automatic translation
409	Hans Karlgren, et al. Research Group for Quantitative Linguistics, (KVAL), Stockholm	Research in quantitative linguistics
410	Roy Wisbey Cambridge Univ., England	Linguistic Computing Centre
411	Andrew D. Booth Univ. of Saskatchewan Saskatoon, Canada	Machine Translation with a Post-Editor
412	M.A.K. Halliday University College of London	1. Nuffield programme in linguistics and English teaching 2. DSIR programme in the linguistic properties of scientific English
413	Randolph Quirk University College of London	Survey of English usage
414	L. D. Harmon, et al. Bell Telephone Labs., Murray Hill, New Jersey	Script recognition
415	Lydia Hirschberg, et al. Centre de Linguistique Automatique Appliquée, Free Univ. of Brussels, Belgium	Studies in automatic language analysis
	Nos. 416 - 428; work in progress at Rand Corporation	
416	Martin Kay	Design and construction of a catalogue and text management system
417	Martin Kay	Development of materials for automatic parsing
418	David G. Hays	Syntactic annotation of a large corpus of scientific Russian text
419	David G. Hays	Russian glossary building

420	David G. Hays	Collection and standardization of text on computer tape
421	Kenneth E. Harper	Distributional analysis of Russian syntactic and semantic properties
422	Martin Kay	Preparation of a Russian scientific concordance
424	David G. Hays	Psychological correlates of syntactic constructs
425	Henrik Birnbaum	An inquiry into nonverbal and nonfinite forms of predication
426	Dean S. Worth	Analysis of Russian derivational morphology
427	Jane Robinson	A program, dictionary and grammar for experimental parsing of English, to be related ultimately to problems of information retrieval.
428	David G. Hays	Bibliography of computational linguistics
429	Jonathan Weiss Children's Asthma Research Inst. & Hospital, Denver, Col.	Phonetic symbolism
430	Roy Lachman Dept. of Psychology State University of New York, Buffalo	Approximations to English and short term memory: construction or storage?
431	James Deese Dept. of Psychology The Johns Hopkins Univ., Baltimore	Studies in the structure of associations
432	Eugene H. Rocklyn HumRRO	AUTOSPAN: development and evaluation of a self-instructional method for learning a foreign language
434	W. P. Lehmann, et al. Linguistics Research Center Univ. of Texas, Austin	Linguistic research system; Automatic classification system; Information maintenance system
437	Alfred I. Fiks HumRRO	REFILL: field and laboratory investigation of selected factors in foreign language learning
438	Samuel Fillenbaum Dept. of Psychology Univ. of N. Carolina, Chapel Hill	Semantic Satiation Delayed Auditory Feedback
439	William B. Kehl, et al. Computation & Data Processing Center, Univ. of Pittsburgh	UPGRADE: the investigation of a feasible system of preparing published natural language text for computer applications
440	William B. Kehl, et al.	Reading Research Bibliography
441	William B. Kehl, et al.	PENELOPE, the Pitt. Natural Language Processor
442	Kazuo Nakata Radio Research Labs. Tokyo	Automatic recognition of speech by machine

443	René Moreau IBM-France, Paris	Four computer programs for determining the vocabulary and entropy of a finite set of elements
444	Peter H. Knapp Boston Univ. School of Medicine	Emotional and adrenal responses in bronchial asthma
445	Gerald Dykstra, et al. Teachers College, Columbia Univ.	Teaching English as a second language: Materials Development Center
446	Andrew MacLeish Northern Illinois Univ., DeKalb	Contrastive phonology of English and Malay
447	Andrew MacLeish (Project English)	Preparation of teachers and materials for teaching structural and transformational grammar to 11th- and 12th- graders
448	Peter F. Ostwald San Francisco Med. Ctr., Univ. of California	Accoustic analysis of the speech of disturbed persons
449	Jon Eisenson Stanford Univ. School of Med.	Differential identification of non - verbal children from 3 to 8 years
451	Roy C. O'Donnell Univ. of N. Carolina, Greensboro	A transformational analysis of oral and written grammatical structures of the language of children in grades 3, 5, and 7.
452	Roy C. O'Donnell	A transformational analysis of the language of preschool and elementary school children
453	Pierre Delattre Univ. of California, Santa Barbara	The general phonetic characteristics of languages
455	Paul A. Olson, et al. Nebraska Curriculum Dev. Ctr. Univ. of Nebraska, Lincoln	The Nebraska Curriculum Development Center
456	Thomas D. Horn Dept. Curriculum & Instruction Univ. of Texas, Austin	A study of the effects of intensive oral-aural English-language instruction, oral-aural Spanish instruction, and non-oral-aural language instruction on reading readiness and reading power
457	Rita B. Eisenberg Bioacoustic Lab. St. Joseph's Hospital, Lancaster, Pa.	Research with neonates
458	Klaus F. Riegel Dept. of Psychology University of Michigan	Analysis of meaning with restricted association tests
463	James H. Dewson III Speech Path. & Audiology Stanford Univ. Medical School	1. Corticofugal influences on neuroelectric activity in the central auditory system 2. Central mechanisms in audition
464	Kellogg W. Hunt Dept. of English Florida State Univ., Tallahassee	Differences in grammatical structures at grades 4, 8, and 12.

465	Neville Moray Dept. of Psychology Univ. of Sheffield, England	Speech and language output by the brain, and computer simulation
466	Alan C. Nichols Dept. of Speech Arts San Diego State Coll., Calif.	Investigation of the auditory memory for dictated sentences among groups of foreign and native American students
467	Stanley M. Sapon Dept. of Psychology Univ. of Rochester, New York	"Receptive" and "expressive" language
468	Harvey B. Sarles Western Psychiatric Institute Pittsburgh, Pa.	The study of intelligibility
469	Harvey B. Sarles	Language and body motion
471	Maya Rivière Rehabilitation Codes, Inc., N.Y.	Communicative disorders research: nomenclature and impairment code
472	Ronald L. Webster Dept. of Psychology Hollins College, Va.	Relationships between linguistic stimuli and the vocal behavior of infants
473	Catherine Garvey, et al. Center for Applied Linguistics Washington, D. C.	Development of a plan for a self-instructional French prototype course
474	H. A. Gleason Linguistics, Hartford Seminary Foundation, Conn.	1. A technical dictionary of the terminology of linguistics 2. A manual on the making of technical dictionaries
475	Ferenc Kiefer, et al. Computing Ctr. of the Hungarian Academy of Sciences, Budapest	Computational Linguistics
476	Dean H. Obrecht Dept. of Linguistics Univ. of Rochester, New York	Experiments in the perception of consonants
478	Alfred S. Hayes, William Nemser Center for Applied Linguistics Washington, D. C.	District of Columbia Urban Language Survey
479	Alan Lomax Cantometrics Research Project, N. Y.	Phonotactics and cantometrics
480	Edward T. Hall Illinois Inst. of Technology Chicago	Ethnic use of micro-space in interpersonal encounters
481	A. L. Davis, Raven I. McDavid, Jr. Illinois Inst. of Technology, and Univ. of Chicago	Communication barriers to the culturally deprived (The Chicago Speech Survey)

482	Thomas A. Seboek, Billie Greene Indiana University	A multilingual Thesaurus of the languages of the world

Nos. 483 - 501: work in progress at Center for Research in Language and Language Behavior at the University of Michigan

483	J. C. Catford	Contrastive analysis of the prosody of American English and Jordanian Arabic
484	Strange Ross	Continuing study of speaker and listener vowel spaces in the imitation and identification of spoken vowels
485	Harlan L. Lane & J. C. Catford	Study of extension of SAID (Speech auto-instructional device) to segmental features
486	John F. Hemdal	Mechanical speech recognition
487	George D. Allen	Data analysis of research on rhythm of spoken English
488	Lawrence Caroline	Study of the standard dialect of negro college students
489	Loren S. Barritt, et al.	Longitudinal comparison of the psycholinguistic functioning of "educationally deprived" and "educationally advantaged" children
490	Loren S. Barritt, et al.	Data analysis of research on latency and accuracy of response as a function of stimulus sentence form class in retarded and normal subjects
491	Loren S. Barritt, et al.	Evaluation of data concerning conditions under which passive and declarative sentences are produced
492	George L. Geis, et al.	Relationship of response-type to answer-observing in a program
493	George L. Geis, et al.	Visible speech: a study of examples in programming
494	Donald E. P. Smith	Validation of program for training teachers in classroom control
495	Ronald S. Tikofsky	Syntactic generalization and perception of grammaticalness by aphasic adults
496	Dale M. Brethower	Data evaluation of certain effects of teacher-behavior on discrimination learning
497	Stephen F. Knapp	Chaining of vocal operants
498	David McNeill	The acquisition of Japanese by children
499	Frank Keen	1. Individual organization in recall 2. Reintegration on the basis of individual organization 3. Arousal and recall of continuous messages 4. Amount of information in transformations

500	Kenneth L. Pike, et al.	Tagmemic and matrix linguistics applied to selected African languages
501	Alton L. Becker, et al.	Project in rhetoric: identification, description and testing of the psychological reality of patterns beyond the sentence

Nos. 503 - 511: work in progress at Center for Human Growth and Development, Univ. Michigan.

503	William P. Livant, Wilbur A. Hass	Development of language functions: the transactional study of grammatical development
504	Klaus F. Riegel, Edwin J. Martin	Development of language functions: developmental studies in semantics
505	Donald J. Sharf, T. D. Prins	Development of language functions: development of speech sound specificity in children
506	Ronald S. Tikofsky, Irwin Pollack	Development of language functions: develop- of auditory discrimination in children
507	Edwin J. Martin	Development of language functions: developmental studies in recognition and recall
508	David Birch	Development of language functions: motivation and control
509	John W. Gyr, Leonard Uhr	Development of language functions: dynamic models of cognitive processes: 1. Sensori-Motor functions and their effects on the cognitive development of the infant. 2. Dynamic models of perception and language learning
510	Donald R. Brown	Development of language functions: development of cognitive systems
511	David McNeill	Development of language functions: longitudinal study of very early language acquisition and experimental comparisons of speech comprehension and production
513	Harry Osser Johns Hopkins Hospital, Baltimore	Speech development in children with emphasis on the development of syntax in urban children who speak a non-standard dialect
514	Martin Deutsch, et al. Institute for Developmental Studies New York Medical College	Studies with exceptional children
515	Martin Deutsch, et al.	Application of research: the enrichment program for disadvantaged children
516	Dennis Clark, et al. Berean Institute, Temple Univ. Philadelphia, Pa.	Dialect Remediation Project
518	William A. Stewart, Cheikh Babou Center for Applied Linguistics Washington, D. C.	An introductory course in Wolof, a language of Senegal

519	John T. Dailey Dept. of Education George Washington University Washington, D. C.	Research on language facility and dialect transformation in children
520	Harry Levin, et al. Cornell University, New York	Project Literacy: the analysis of reading skills
521	Lester O. Troyer, et al. Summer Inst. of Linguistics Philippines, Box 2270, Manila	Linguistic, literacy and translation work in the Philippines
522	Richard A. Chase et al. Johns Hopkins Univ. Sch. of Medicine Baltimore, Maryland.	Acquisition of speech in the human